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ABSTRACT

This document presents tips and ideas to support apprentices and trainees during their training in Australian workplaces. The booklet begins by explaining the types of assistance provided by the following organizations across Australia: state training authorities; new apprenticeship centres, registered training organizations; and group training companies. Eleven training-related terms are defined. The responsibilities of apprentices/trainees that are stipulated in Australia's National Code of Good Practice for New Apprenticeships are listed. Presented next are seven case studies that each deal with one of the following problems that apprentices/trainees might encounter: training experiences that are not providing enough relevant training; insufficient communication skills to understand instructions and/or perform job duties; insufficient feedback; tensions arising because of poor work habits; inadequate understanding of training plan terminology; and inadequate information about future work and training options. Each case study includes specific advice to help apprentices/trainees identify the problem, locate possible sources of help, explain how the problem is affecting them, state what they want to happen next, request and acknowledge the other person's viewpoint, and assess whether that they are doing their share to reach a solution that is satisfactory to themselves and their employer. Tips for planning for the future after apprenticeship/training and a sample training plan are included. (MN)

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MAKING THE MOST OF YOUR TRAINING

Tips and ideas for apprentices and trainees



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- Getting the Most out of Training
- So You're a Workplace Coach
- Tips on Training for Employers
- Making the Most of your Training

Further resources for supporting apprentices and trainees can be found in the *New Apprenticeships Support Networks Information Kit* available from DETYA Training Reform Section (02) 6240 9588.



MAKING THE MOST OF YOUR TRAINING

Tips and ideas for apprentices and trainees

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Contacts

Your name:

Apprenticeship/traineeship:

Employer's name:

Workplace address:

Phone number:

State Training Authority

Can provide assistance with:

- information on apprenticeships and traineeships available in your industry
- advice from field officers if you are experiencing problems with your traineeship/apprenticeship, including dispute resolution
- variations to Training Contracts including suspensions and cancellations
- early completion of apprenticeships and traineeships
- advice about workplace violence, unfair dismissal, sexual harassment and other serious issues.

Field Officer/Training Support Officer

Name:

Organisation:

Phone:

Mobile:

Email:

Address:

New Apprenticeships Centre

Provides information and advice on:

- apprenticeships/traineeships
- completing and registering a training contract
- assistance to your employer with all the forms such as for employer incentives
- financial assistance such as for the Living Away from Home Allowance
- selecting a Registered Training Organisation (RTO)
- rights, responsibilities and obligations.

New Apprenticeships Centre Consultant

Name:

Organisation:

Phone:

Mobile:

Email:

Address:

To find your nearest New Apprenticeships Centre call:

1800 639 629

<http://www.newapprenticeships.gov.au/>

Registered Training Organisation – RTO

Also called the Supervising Registered Training Organisation (SRTO). The RTO provides the training. They visit you and contact you regularly to both train you and assess your training.

The RTO can provide assistance with:

- your training course and how you can do it
- apprentice/trainee induction kit
- records for your training
- assessment of your learning
- signing employer claims
- mid-course evaluation of successful progress
- end of course evaluation of successful completion
- confirming qualifications with your employer and your New Apprenticeships Centre.

RTO contact

Name:

Organisation:

Phone:

Mobile:

Email:

Address:

Group Training Companies

Group Training Companies, Schemes or Organisations employ apprentices/trainees and place them with 'host' employers for their work and on the job training.

They organise the training, check progress and look after the wages.

Group Training contact

Name:

Organisation:

Phone:

Mobile:

Email:

Address:

Other useful contacts

List any other numbers you need here

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New Apprentice, apprentice, trainee

Some of you might be confused about the different names given to people who are in training. We have used apprentice/trainee in this document.

On the job training

The training you get while you are working and the tasks you do to practise at work. Sometimes called workplace delivery.

Off the job training

The training you get when you are away from work, either at a training college or in a classroom at your work. Sometimes the company you are working for is also registered as an RTO so it can do its own training.

Trainer

Your teacher at TAFE, trade school or your training college.

Workplace supervisor

A person in your workplace who will make sure you get the training required for the job and training program.

Workplace coach

Sometimes called a mentor. This person is chosen to help you learn in the workplace. In some workplaces the workplace supervisor and workplace coach are the same person.

Training Plan

Also known as a Training Program Outline. This document is developed and signed by the employer, the RTO and you.

It includes:

- the qualification you are aiming for and the core and elective competency units you need to achieve
- how the training will occur – classroom, on the job, and using self-paced materials
- when and where the training will occur.

See the Sample Training Plan on page 20 in this kit for more information. Ask your RTO trainer to help you with this.

Training Package

This contains the details of all the qualifications for your industry. It includes detailed Units of Competency (things you need to know and be able to do to get your qualification).

Training records

You need to keep evidence of things you have done at work to practise the things you need to be able to do to achieve the competency. This may be in a training record book or folder, a log book, a computer disk or a portfolio.

Assessment

You will need to show that you know and can do the things described in the specified units of competency.

Assessor

A qualified workplace assessor will complete your official assessment to decide if you have achieved a unit of competency. Your employer and coach will be involved in evaluating and assessing you, but your final assessment will be done by the RTO. (Don't forget some large businesses are also RTOs).

Sorting out your training

Apprentices/trainees often find there's a lot of information about their training: new words and ideas to learn; different organisations and people to keep in contact with. Then there's a Training Contract, and a Training Plan to read and understand, and records to keep. Keeping track of all this new information can be tricky.

And sometimes there are problems: apprentices/trainees find their training on the job doesn't always measure up to their expectations; getting things fixed doesn't always come easily.

One of the hardest things can be knowing what to ask, how to ask and even who to ask about training. Finding the right information can be difficult.

National Code of Good Practice for New Apprenticeships

This encourages apprentices/trainees to:

- be aware of and make a commitment to fulfil training responsibilities
- make all reasonable efforts to achieve the competencies specified in the Training Plan
- undertake any training and assessment required
- take advantage of learning opportunities.

This means you need to:

- understand your responsibilities
- do the training activities as agreed in your Training Plan
- make sure you are assessed
- make the most of all the chances you have to learn.

All of that means you need to take an active role in your training.

Luis's story

Case Study – Luis

Luis started work as an apprentice hairdresser. He was happy to be getting some money and training, but he wasn't happy doing the same thing every day – sweeping up hair and washing coffee cups.

Luis needed to ask his employer for more on the job training which was related to his apprenticeship. However, it wasn't that easy to ask. When it was quiet at work, the employer would leave the salon to do the banking, or spend time on the phone ordering hair products.

So, Luis just let things go, and felt bad about work. He kept sweeping and washing up.

Luis chose to avoid dealing with his problem. By responding this way, he lost the chance to improve his training.

After another two months, Luis decided he couldn't talk to his employer. He felt uncomfortable about the jobs he was doing, but kept doing them because it was easier not to complain.

Luis began to worry about not completing the competencies in his Training Plan. At trade school when they talked about on the job training he realised he needed to do something about what he was missing out on. His trade school teacher offered to talk to the employer. Things didn't get better even after this.

The employer still thought it was okay to ask him to do those jobs, because he was 'only a trainee'. Pretty soon, Luis left the salon, returning to the New Apprenticeships Centre for advice on continuing his apprenticeship in another salon.

Luis did sort it out. He got help from another person when things became difficult, and he eventually got another employer.

Getting problems sorted out early may mean you can keep your training on track.

Luis's employer should have:

- encouraged Luis to raise issues and problems in the workplace
- made sure she was aware of the training program
- checked that Luis understood and followed work safety requirements.

Is there something not quite right?

When you talk about things that are not going so well in your training, being assertive helps to get things sorted out. Being assertive means being confident about asking for what you want – and taking steps yourself to make it happen.



Tips for making it happen

- identify the issue
- explain how it affects you
- acknowledge the other person's point of view
- give a brief reason
- say what you want to happen next
- ask the other person what they think

Handling it

What Luis could have done to achieve what he needed in his training:

Identify the issue

Luis's problem was that he wasn't getting a variety of tasks in his training.

'I know cleaning and washing up are important jobs in a hair salon. The thing is, I was at TAFE the other day, and I was asked about what I have been learning. I realised that I haven't been practising any other skills...'

Explain how it affects you

'I need to start doing some other things in the salon, you know, more hands-on stuff....'

Acknowledge the other person's point of view

'I'm happy to keep doing cleaning up jobs, but...'

Give a brief reason

'It's just that it's really important that I get the chance to do other things – that's what they've been telling us at trade school.'

Luis could show his employer his Training Plan.

State what you want to happen next

'I'm hoping it'll be okay if I could start washing the customers' hair, and helping the colourists.'

Luis needs to concentrate on only one or two things. Asking for all at once may be a bit much. He can make another time to discuss the next stage.

Ask the other person what they think

'Do you think I would be able to start on some of those jobs next week?'



Jim's story

Case Study — Jim

Jim started a retail traineeship and worked full-time at a large department store. He was working with a manager who asked him to complete a complicated task, which Jim hadn't done before. Jim asked the manager to guide him through the task but was told to 'have a go' without assistance as the manager was busy. The manager left him alone on the floor for several hours. Jim knew that he was supposed to learn on the job, and missed having clear instructions so he could learn the task.

Another time Jim was faced with an inquiry involving customer service. There was a procedure, but Jim's supervisor didn't give him very good instructions and he couldn't help the client. Not only was Jim unable to learn how to do it properly, but he was also made to feel bad because the customer complained and he got the blame.

Jim left soon after because he felt unsupported in his training. He later found another traineeship and is now doing a diploma while working full-time.



Tips for getting help

- identify the issue
- identify possible sources of help
- understand that it is your responsibility to have a go
- deal with the problem assertively

Are you being supervised?

Employers are encouraged to provide a workplace supervisor to the apprentice/trainee. The National Code of Good Practice also recommends a coaching or mentoring arrangement, especially for apprentices/trainees with little experience of work.

These people play an important role in your on the job training and assessment.

How would you go about making sure you have a supervisor and (if appropriate) a coach/mentor?



Tips for making it happen

- identify the issue
- explain how it affects you
- acknowledge the other person's point of view
- give a brief reason
- say what you want to happen next
- ask the other person what they think

Handling it

Identify the issue

Jim's needs as a trainee learning new skills were ignored. He was given inappropriate tasks for a trainee. He should have had a workplace coach (sometimes called a mentor) who could spend the time teaching him new skills and giving him feedback to make sure he was progressing.

Identify possible sources of help

There were four places Jim could have gone to get help. He could have approached

- his trainer,
- his field officer,
- his New Apprenticeships Centre
or
- his employer to ask about a workplace coach.

Understand that it is your responsibility to have a go

Apprentices/trainees need to realise they will sometimes do tasks which are difficult and they can request more instruction. Sometimes employers don't realise that effective on the job training needs to be guided by an experienced person. Your responsibility as an apprentice/trainee is to 'have a go'. However, if you are left to work it all out for yourself, that's not training. There may be times when you feel uncomfortable and feel that your rights as an apprentice/trainee have not been taken into account.



Tran's story

Case Study – Tran

Tran began a new apprenticeship in Certificate II in Business (Office Administration) as an office assistant. She was nervous about her English skills, because English was her second language and she was not used to some people's accents. She worried she would not understand everything. Her workplace coach was friendly and helpful, but she spoke very quickly, and used words Tran didn't know.

One morning about a month after she began her training, Tran was given a number of new tasks with some spoken instructions. Then the coach went out and left Tran to complete the work. Unfortunately, Tran didn't ask for help when she wasn't sure what was being asked. When the coach came back, Tran had to explain that she hadn't finished all the work because she hadn't understood.

Still finding things a bit hard to understand?

Because Tran's first language was not English, she had a bit extra to learn - new terms as well as new skills. There are some ways to make learning on the job easier. Try these tips:



Tips for better understanding

- ask questions to check understanding
- repeat the instructions back to the supervisor
- note the key points – write a list
- make sure you have all the information
- if you are still unclear, ask for it to be repeated

Are you talking as well as listening?

Good communication is a two way process. Sometimes workplace trainers don't realise the complexity of the instructions they give to apprentice/trainees with little work experience. Remember to let your trainer or supervisor know if you feel lost or if you don't quite understand something they have explained or asked you to do.

You can always ask for things to be explained again if you didn't quite 'get it'.



Tips for learning at work

- Check what others do – watch others in the workplace, and ask them for help.
- Keep a folder of copies of things you are not familiar with such as instructions, order forms, basic letters. Ask if it is okay to copy letters.
- Make a list of new terms you are learning.
- If English is not your first language, explain that you are not used to listening to English spoken so quickly – there are many new words to learn.
- Make a list of what you want explained – ask for a bit of extra time to go over the meanings of unfamiliar words. Ask your trainer as well.
- If you are having difficulties with written or spoken English, ask your trade school or RTO trainer to provide information about extra assistance. You can ask for help with maths too.

Handling it

Tran was not only new to the workplace, she was also unfamiliar with the supervisor's way of speaking. Here's what someone like Tran could do:

Listen carefully and ask questions to clarify

'Can you show me where the standby button is – I haven't used this type of photocopier before.'

Repeat the instructions back to the supervisor

'So, first I switch this button on, then I select double sided, then I press start?'

Note the key points and make a list

'Do you mind if I write this down?'

Ask questions to check understanding

'Do you want me to turn off the photocopier after I have finished, or leave it on standby?'

Make sure you have all the information

'Where do I go for more paper if it runs out? Does it go in this tray or that one?'

If it's still unclear ask to be shown

'Can you do it for me as an example? Would you mind watching me doing it just once to be sure? I don't want to jam the machine!'



Ludmilla's story

Case Study — Ludmilla

Ludmilla was working in an office and doing her Certificate III in Business. Her training was going well and she was achieving with good results.

However, she wasn't getting much feedback about how she was going at work, except that she felt she wasn't always doing things to her employer's satisfaction.

She was also getting worried because she hadn't completed a couple of competencies on her plan. She didn't really understand what they meant, but was too embarrassed to ask.

When Ludmilla's trainer came to do assessments, her employer was not involved. The trainer did not speak to the employer because she was in a hurry to go to another appointment.

Ludmilla had two problems: she didn't understand her training and she didn't have the confidence to approach her employer. Her off the job trainer didn't take the time to communicate with the employer either.

Ludmilla had never had any praise or criticism about her performance, and her employer had never had the chance to see Ludmilla's strengths.

When you start something new you need to find out how you're going – you need to get feedback. This is important for your work and for your training.



Tips for getting feedback

- ask to meet with your trainer/supervisor/ employer
- ask for advice on ways to improve
- ask your trainer to send copies of your assessment to your employer
- ask the trainer to meet the employer

Are you going okay?

Handling it

Some of the following suggestions could have helped someone like Ludmilla improve the quality of her training.

Ask for meetings

to check progress where the apprentice/trainee and the employer spend time reviewing the apprentice/trainee's work.

Ask the off the job trainer to meet the employer

to discuss progress with the employer at regular times during the training.

Ask the RTO to send copies of assessments

so that the employer can see how you are going at trade school.

Ask for advice on ways to improve

if you do something well, or if there is room for improvement.

'Do you think I am managing the records and files alright?'

'I think I need more time to work on the financial records. What do you think?'

Ludmilla also needed to follow the **Tips for making it happen** to get the training she needed so that she could:

- ask for tasks to match up with the requirements in the Training Plan. *'I need to complete this competency ENV001, Identify the role, function and structure of the enterprise on the job. Is there someone who could help me find the information? Or is there a booklet or file I could look at?'*
- ask for an explanation of the Training Plan. *'I have this competency COM301. Could you set me some tasks so I can complete it? I am not sure exactly what I have to do – can you go through it with me?'*



Tips for making it happen

- identify the issue
- explain how it affects you
- acknowledge the other person's point of view
- give a brief reason
- say what you want to happen next
- ask the other person what they think



Teresa's story

Case Study — Teresa

Teresa, a trainee in food handling at a fast food outlet, was late for work – she slept in. She got ready as soon as she could and arrived at work half an hour late. Her employer was quite upset, and said that if she hadn't been a trainee, she would have got the sack. After that, the relationship between Teresa and her boss was tense. Things improved slowly as Teresa proved to be a steady and reliable worker.

Teresa didn't realise that phoning her employer before setting off for work could have saved a lot of bad feeling.

Even if she had left home before the workplace was open she could have left a message on the answering machine.

Employers have workplace expectations – the normal practice for employers with apprentice/trainees is to provide an induction (an induction introduces you to the workplace, and covers everything from such things as regulations, workplace safety and expectations of dress). If you are still unclear about your employer's expectations you should ask.

REMEMBER: If your issue is a very serious one, help is available. Sometimes dealing with an issue by yourself is not the way to go.

Your State Training Authority is a good place to start. They can help you with contact information about help for sexual harassment, workplace violence and bullying, and other serious issues.

Check the information in the Contacts section, page 2.



What's expected of you?

Apprentices and trainees have a responsibility to commit to workplace procedures and expectations.

You also have the right to be treated fairly in the workplace. You need to know about your awards and conditions.



Tips for rights and responsibilities

- find out what your employer's workplace expectations are
- find out what your rights and responsibilities are at sign up by reading all the documents carefully

Handling it

Teresa needed to ask for information early in her traineeship. She could have done the following:

Find out what your employer's workplace expectations are:

Teresa needed to ask specific questions about being an employee.

'What do I do if I am late?'

'Are there any rules about dress?'

'Is it okay if friends visit me at work?'

'Can I make personal phone calls?'

'Where can I eat lunch?'

Find out what your rights are:

Find out about awards, wages, conditions, Living Away from Home Allowances, and superannuation. Ask your employer or the union representative. You can also phone the ACTU Workers' Line **1300 362 226**, the Department of Industrial Relations: Award enquiries **1300 363 264** or visit the ACTU Website at <http://www.worksite.actu.asn.au>

Make sure you get all the information you need on workplace safety.

Your employer will have a manual – ask to see a copy.



Mark's story

Case Study – Mark

Mark got a part-time job at a local warehouse through his careers teacher. When he completed Year 10, he went full-time at the warehouse. His employer arranged for him to do a Certificate II in Transport and Distribution (Warehousing).

He didn't give much thought to his training except when he went to training college. After about three months his teacher asked about doing an on the job assessment. Mark hadn't realised he was supposed to do on the job training – he thought he was just learning. After a talk with his teacher, he found out what his Training Plan meant, and that his employer was his teacher too. They talked about how Mark's on the job training could be planned. After a while, Mark got back on track.



Tips for getting help

- identify the issue
- identify possible sources of help
- understand that it is your responsibility to have a go
- deal with the problem assertively

Training Plan Terms

Units of competency

Apprentice/trainees need to know the expected level of competency for assessment. You need to ask 'What will I have to do to achieve the unit of competency?' For example, at Certificate II level in an occupational health and safety unit, you may be required to identify hazards, follow an evacuation procedure or report an accident. Whereas at Certificate IV level you may be asked to develop a safety plan. Your trainer will provide information about the tasks you will need to do.

Delivery method

The best way for you to learn will depend on your existing skills, the resources available and the people assigned to help with your training. You can do:

- formal or 'classroom' based training
- on the job training
- self-paced learning (this means using a training manual, training materials designed for you, or working through a task list.

Assessment

You should be given every chance to show what you can do (demonstrate competency). If you are assessed as Not Yet Competent (NYC) you can be assessed again when you've had more experience.



Are you doing your share?

The *National Code of Good Practice for New Apprenticeships* explains the expectations (or rights and responsibilities) of the employer and the apprentice/trainee. Once you both sign the Training Contract, you are expected to work together to make the training work.

All apprentices/trainees should have a Training Plan. A sample plan is included on page 20.

What is a Training Plan?

A Training Plan is a document which shows how your training will occur. It:

- lists all the Units of Competency, including electives you will need to complete to gain your qualification
- shows start and finish dates (these can change, if necessary)
- shows where you do your training
- shows the times when you will be withdrawn from routine work duties to do training at work
- lists the times for assessment and method used to assess
- gives a record of who visited you to check progress
- gives an estimate of the time it may take to train and be assessed for that unit.



Tips for successful training at work

- make sure you have a copy of your training plan
- make the Training Plan a working document
- keep your workbook or records up to date
- ask for regular and effective communication between the RTO, the employer or workplace coach and you
- remember that it is your training, make it work for you

Handling it

If Mark had studied all the documents at sign up, and talked about his training early, he could have avoided this problem and not wasted time early in the traineeship. Following the steps below could have helped Mark.

Make sure you have a copy of your Training Plan

Mark should have asked his trainer and his boss about how his training would work.

Make the Training Plan a working document

Mark should have read and understood his Training Contract, Training Plan and checked what records should be kept. He could have gone over them carefully with his parents or another adult.

Keep your training records up to date

Mark and his employer are both busy. They needed to work out a reminder system that they both agreed on. This could mean meeting regularly, say once a month. Or, it could be that they write things on a calendar in the employer's office.

Ask for regular and effective communication between the RTO, the employer/workplace coach and you

Mark needed to ask to have a regular meeting time, say once a month to:

- check his progress for his employer to sign off when he had completed activities in his plan
- get feedback on how he was going.



Kylie's story

Case Study – Kylie

Kylie finished her retail traineeship, but her employer couldn't keep her on as a full-time employee, so she lost her job. Like many trainees, she had no assistance from her employer about possible future options for work or training. She was given a reference, but wasn't really sure she wanted to continue in retail.

However, Kylie didn't really know where to go to for career advice. She couldn't go back to her old school after two years, and all her training had been on the job, so she had no connection with the TAFE. Her friends suggested looking on the Internet – but that wasn't a real option for Kylie. In the end she returned to her New Apprenticeships Centre.

She was eventually placed in a Financial Services traineeship with a position in a building society office.

Handling it

Not knowing where you are going after training is a problem many apprentices/trainees face. Being prepared and asking for information and help can get you on the right track. Here's what Kylie needed to do:

Prepare ahead

Kylie needed to find out from her employer all the job possibilities in her industry and ask what qualifications and training were required. She could have asked for time to speak to other employees in different departments before she finished her training.

Do some research before you finish your training

Kylie could have also asked her employer for contact details for the Industry Training Advisory Board which can provide information on all jobs within the industry. Other information comes from some of the following:

- the Australian National Training Authority has information on all training for all industries
- the State Training Authority has information about training in your state
- your New Apprenticeships Centre can help with further training options
- your local training college
- the internet

Update your resume

- ask your RTO trainer to help



Where to from here?

Unfortunately many employers are unable to keep apprentice/trainees and apprentices after their training is complete. Getting a clear idea of what you can do next and getting the right information can be a challenge. You need to start thinking about this before your training finishes.



Tips for planning your future

- prepare ahead
- ask for a reference from your employer
- ask your employer for advice
- do some research before you finish your training
- update your resume
- ask yourself – are you job ready or do you want more training?
- define your goals – what do you want to do?



Are you job ready or do you want more training?

- define your goals – what do you want to do?
- for apprentices/trainees who are ready for work, *Job Search - Starting Out* is a useful publication. Ask at your nearest Centrelink Career Information Centre or Centrelink Office for a copy. You can also download it and other useful career information booklets from the website:
www.detya.gov.au/ty/careers/cipproducts.htm.
- contact a Job Search provider.

Useful internet sites

www.anta.gov.au/takeoff
<http://jobguide.thegoodguides.com.au/>
<http://www.careers.gov.au/>

to find a list of all the TAFE colleges in your state or territory, go to

<http://jobguide.thegoodguides.com.au/8-section8.cfm>

Sample Training Plan

What do all the sections mean? Not all Plans look like this, but should have this information on them

Apprentice/Trainee: Your name
Qualification: The National Course Code and Title of the Training Qualification, for example: BZA30100 Certificate III in Business (Office Administration), you are doing
Commencement of New Apprenticeship: The date you started work
Commencement of Structured Training: The date you started classroom training
Training Organisation: The name of the training organisation; college, TAFE or company where your off the job training is conducted
Employer: The name of the person responsible for your training at work
Trading Name: The name of the company or business where you work

Tel:

Fax:

Address:
Workplace Supervisor: A training supervisor or other person in your workplace who will make sure you get the training required for the job and training program.
Workplace Coach/Mentor: The person chosen to coach, teach, train, mentor, monitor and guide you. In some workplaces the workplace supervisor and workplace coach are the same person.

Email:

Unit of Competency? (see checklist below)	Nominal Hours	Delivery Method	Proposed start date	Target completion date	Structured training details	Supervisor/mentor/ workplace coach	Assessment Method	Assessment Outcome Date	Date of visits/contacts and Signature
Knowledge and skills related to the standards of performance required in the workplace. It has a number and a short description	Estimate of time needed to complete this unit	Shows the possible methods of training • In the classroom • On the job • Self paced learning	This is flexible and can be changed	This is flexible and can be changed	Time and place where training will occur	Person responsible for monitoring you for this task if it is on the job	This can be any of the following: • project • portfolio • practical demonstration • knowledge based test – oral or written • observation Your trainer will explain what they mean	The date assessed and the result C – competent NYC – not yet competent	This must be signed for verification
For example: BSATEC304 Maintain Computer Files	10 hours	On the job (sometimes called workplace delivery)	28/8/01	15/9/01	Friday 2-5pm Library/workroom	B. Brown	Demonstration		

Trainee Signature:

Date

Employer Signature:

Date

RTO Signature:

Date

Acknowledgements

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Making the Most of your Training

A booklet of tips and ideas to support apprentices and trainees during their training.

It contains:

- explanations of common terms
- where to go for assistance
- tips and strategies for making the most of the training
- case studies of commonly found situations



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